

Music and Movement

MUSIC MAKERS: AT THE KEYBOARD

Year 3



Teacher's Guide and
Resource Materials
for Group Instruction
Includes 64 Resource Cards
and a Lesson Planning Binder

**MUSIK
GARTEN**

Lorna Lutz Heyge • Jill Citro Hannagan • Mary Louise Wilson



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for Group Instruction
Includes 64 Resource Cards**

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Music Makers: At the Keyboard (an introductory method for groups of young beginners) includes the following:

Teacher's Guide 1, with activity cards and a lesson planning binder (Weeks 1-30)

Children's Book 1, with *Listening CD 1 & Practice CD 1* (Weeks 1-15)

Children's Book 2, with *Listening CD 2 & Practice CD 2* (Weeks 16-30)

Teacher's Guide 2, with activity cards (Weeks 31-60)

Children's Book 3, with *Listening CD 3 & Practice CD 3* (Weeks 31-45)

Children's Book 4, with *Listening CD 4 & Practice CD 4* (Weeks 46-60)

Teacher's Guide 3, with activity cards (Weeks 61-90)

Children's Book 5, with *Listening CD 5 & Practice CD 6* (Weeks 61-75)

Children's Book 6, with *Listening CD 5 & Practice CD 6* (Weeks 76-90)

The Musikgarten Music and Movement Series

Family Music for Babies

- newborn to 18 months

Family Music for Toddlers

- 15 months to 3½ years

The Cycle of Seasons

- 3 to 5 years

Music Makers: At Home & Around the World

- 4 to 8 years

Music Makers: Around the World at the Keyboard

- from age 5

Music Makers: At the Keyboard

- from age 6

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Additional Programs:

God's Children Sing

Nimble & Quick

My Musical World

Seashore

My Neighborhood Community

Summer

Nature's Music

Twist & Turn

Nature Trail

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Music Makers: At the Keyboard is an introductory method for groups of young beginners from age 6. It is based on an aural approach to music literacy – a natural pathway to reading. This method features a variety of activities which help lay the foundation for successful music learning.

The **goal** of *Music Makers: At the Keyboard* is to lead children to true music literacy by means of a comprehensive musicianship course which holistically addresses both the child and the music. Comprehensive musicianship encompasses many facets of music – performance (playing by ear, playing from memory, playing from score), improvisation, an understanding of music concepts, and an acquaintance with the historical and theoretical contexts of music. Additionally, the literate musician is able to understand music in terms of its tonality, meter, style, and historical context.

Music Makers: At the Keyboard - Years 1 and 2 introduced music literacy to the students in the same progression as the pathway to language literacy: listen, speak (sing and play), write, and read. The group approach focused on teaching within the delightful framework of making music with peers. Refer to Teacher’s Guides 1 and 2 for more detailed information on these philosophies.

Year 3 builds on the concepts and skills developed in the first two years and is based on the same philosophy.

- **Reading** repertoire now reflects the students’ understanding of notation and their refined finger dexterity and coordination. There are more opportunities for playing different bass accompaniments, including broken bass, arpeggiated, and alberti bass. The Mozart *Country Dance* presents a duet with Piano I and Piano II parts. Supplemental pieces and sight-reading games give the students many varied reading experiences.
- **Improvisation** activities in Years 1 and 2 took children through a carefully planned sequence requiring an awareness of the harmonic and metric structure of a progression. Year 3 begins with improvising on the drum with the CD, as a member of percussion ensemble. This simpler improvisatory activity allows the children to concentrate on the style and rhythmic complexities of the piece, as well as the “musical conversation” that can result when improvisation opportunities are present in the context of an ensemble. The culmination of the children’s improvisation experience in *Music Makers: At the Keyboard - Year 3* is the opportunity to improvise on the 12-bar blues progression. This challenge is presented in manageable increments, with supporting tracks on the CD to facilitate practice at home.
- **Technique** exercises review the major one-octave scales, introduce the F scale, parallel scales played hands together, two-octave hands-separate scales, and the natural minor scale. Two *Mini-Studies* (adapted from Hanon) and the *Pianists* from *Carnival of the Animals* are presented in Book 6.
- **Listening, drumming, and dancing** activities introduce many new composers, styles, and forms. A time-line gives an overview of the composers presented during the three years of *Music Makers: At the Keyboard*, in addition to other historical events.

As stated in Teacher’s Guide – Year 2:

Group teaching means working together! It is vital to realize that group teaching is not just teaching several people in the room at the same time. Singing, dancing, drumming, and playing notation games together are activities which capitalize on the psychology of group participation. In a group setting, children are always motivating each other in ways that surpass what the adult can do alone. The children delight in each other’s accomplishments and are spurred on to new challenges when they observe peers who demonstrate what can be accomplished.

Within the group setting, the groundwork is laid for effective practicing at home. Because the children are learning in a group, their attention is naturally focused on the aural aspect of music; they are acutely aware of the resulting sound of their peers’ – and subsequently, their own – performances. Therefore, many technical issues

that may have necessitated the private student engaging in laborious technique exercises are dealt with naturally and easily in the group setting. In all music lessons, whether private or group, the goal should always be creating a beautiful sound. The group is the ideal environment as it allows the children to fine tune their listening skills as they observe their peers playing the same piece that they are working on. As their critical listening improves, they will be able to simultaneously play and listen to their own performance, thereby making the subtle changes necessary to deliver a lovely, sensitive, musical performance.

Features of the Publication

The three-year program includes the following materials

- **Teacher's Guide 1, Children's Books 1 and 2, Listening CDs 1 and 2, Practice CDs 1 and 2.**
- **Teacher's Guide 2, Children's Books 3 and 4, Listening CDs 3 and 4, Practice CDs 3 and 4.**
- **Teacher's Guide 3, Children's Books 5 and 6, Listening CDs 5 and 6, Practice CDs 5 and 6.**

Teacher's Guide, Year 3 includes a bound book, 64 resource cards, and a lesson planning binder. The Guide presents activities in the following curricular areas:

- **Piano Repertoire**, carefully chosen to prepare and build playing and reading skills and to develop musicianship
- **Technique Exercises**
- **Improvisation Activities**
- **Songs** to develop repertoire that will aurally prepare the students for playing the keyboard.
- **Pathway to Literacy**, a clear step-by-step approach to music literacy
- **Listen, Drum, and Dance** activities to establish the body as a rhythmic instrument and acquaint the students with a broad musical repertoire

Keyboard Lessons present a balance of singing, moving, drumming, writing and reading activities together with playing the keyboard. The approach to music literacy has been carefully planned and sequenced to meet the developmental needs of the young beginner. *Teacher's Guide, Year 3* contains 30 lessons – material intended for one year.

Parents play a vital role in supporting the child's musical endeavor, as well as establishing routine practice habits at home.

Companion Materials

Listening CDs 5 and 6: songs, music for drumming and dancing, piano repertoire, orchestral selections

Practice CDs 5 and 6: the practice process for songs, notation games, and improvisation activities

Children's Books 5 and 6: piano repertoire and sight-reading pieces; theory exercises including writing, reading, playing, composing, dictation, and analysis; notation games for consolidating concepts and skills; and composer information and repertoire

Supplementary Program

Music Makers: Around the World at the Keyboard is a blend of materials from *Music Makers: Around the World* (British Isles, Amerindians, African-American Heritage, and Germany) with the first year of *Music Makers: At the Keyboard*. *Music Makers: Around the World* includes four units. This curricular combination creates a four-year introductory keyboard program for children ages 5 to 9. The third and fourth years are the same as Years 2 and 3 of the keyboard program. A suggested prerequisite is one year of *Music Makers: At Home in the World*.

CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL			WRITE/READ	
Sing, Listen	Drum, Dance	At the Keyboard	At the Keyboard	Games and Exercises
1 SC: <i>Debka Hora</i> <i>Stars Shining</i> <i>Listen for Bells</i> <i>Mouse, Mousie</i> <i>See the Pony</i> Major, minor patterns	<i>Renaissance Dance</i> (drum) Duple patterns	Meet the Keyboard D Position <i>Stars Shining</i> <i>Debka Hora</i> (open fifth ostinato)		
2 SC: <i>Who's That?</i>	<i>Ode to Joy</i> (dance)	Keyboard Posture <i>Listen for Bells</i> (6/8) D Major Position		<i>sol-mi-do</i> (D)
3 <i>German Dance</i> (Haydn)	<i>Bella Bimba</i> (drum) Triple patterns <i>Cathrineta</i> (dance)			NG: Form Game 1 (AB)
4 SC: <i>The Wild Horses</i>	<i>Drum Song</i> (drum)	<i>Mouse, Mousie</i> C Major Position		NG: duple rhythm patterns; <i>sol-mi-do</i> (C)
5 SC: <i>Hot Cross Buns</i>	<i>Rondo</i> (Kabalevsky, dance)	<i>Who's That?</i> (D)		Form Game 2 Rondo ABACA); Compose: duple)
6	<i>Ohho</i> (drum)	I, V ⁷ chords (2-note. C and D positions)		Compose: duple
7 SC: <i>I Hear the Mill Wheel</i>		<i>The Wild Horses</i> d minor position Left hand melody		NG: Melody Pattern Cards (<i>sol,mi,do</i>)
8 SC: <i>Bim Bam</i>	<i>Drumming Rondo</i>	<i>Hot Cross Buns</i> (G)		Staff: space notes
9 SC: <i>Down Comes Johnny</i>			<i>Mouse, Mousie</i> (D)	NG: Triple Rhythm Patterns
10 SC: <i>Sea Shell</i>	<i>Musette</i> (Bach, dance)	<i>I Hear the Mill Wheel</i> (d)	<i>Mouse, Mousie</i> (G)	Compose: triple
11		<i>See the Pony</i> (E)		NG: Harmony Pattern Cards (I, V ⁷ in ♯)
12 SC: <i>John Kanaka Sea Shell Ensemble</i>	<i>The Wild Rider</i> (Schumann)	<i>Sea Shell</i> (D)	<i>Listen for Bells</i> (D) Grand staff	Compose: <i>do-mi-sol</i> melody
13 SC: <i>When the Train Comes Along Old French Song</i> (Tchaikovsky)	<i>Kwaheri</i> (drum)	<i>Down Comes Johnny</i> (D)		NG: Melody Pattern Cards (+ re, fa)
14 SC: <i>Drum Song</i>	<i>Bim Bam Ensemble</i>	<i>Bim Bam</i> (e) iv Chord	<i>Hot Cross Buns</i> (G)	Compose: melody with do-re-mi-fa-sol
15 Celebration				

Key: I = Improvisation; NG = Notation Game; SC = Singing Circle; T=Technique

CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL		WRITE/READ	
Sing, Listen, Drum, Dance	At the Keyboard	At the Keyboard	Games and Exercises
16 SC : <i>All the Little Ducklings</i> ; <i>Concerto No. 2</i> (Chopin)	<i>John Kanaka</i> (F)	<i>See the Pony</i> (F)	NG : Half Note Patterns
17 SC : <i>Willum</i> ; improvise Rhythm Patterns	<i>When the Train Comes Along</i> (g)		Dictation: <i>Mouse, Mousie</i> (D)
18 SC : <i>Hop Up, My Ladies</i>	<i>Drum Song</i> (f)	<i>Listen for Bells</i> , LH melody, RH chords	NG : minor patterns
19 SC : <i>Do As I'm Doing In and Out the Dusty Bluebells</i>	<i>All the Little Ducklings</i> (D), LH melody crosses over #1 to la; IV chord		Dictation: <i>Hot Cross Buns</i> (G); quarter rest Compose: minor
20 SC : <i>Oranges and Lemons</i>	<i>All the Little Ducklings</i> (D) RH begins on finger #2, thumb crosses under	<i>Who's That?</i> (C)	
21: <i>Seven Jumps</i> (dance) <i>Hoop Dance</i> (drum)	<i>Willum</i> (e)		NG : Duple with 16 th Dictation: <i>See the Pony</i> (F)
22	<i>Hop Up</i> ; tetrachords	<i>Bim Bam</i> (e)	
23 Styles: Beethoven, Mozart, Debussy, Joplin	<i>Do As I'm Doing</i> (C)		Dictation: <i>Down Comes Johnny</i> (D)
24 SC : <i>Follow Me Rain Dance: Iona</i> (dance, drum)	<i>Mary Had a Little Lamb</i> (G)		
25 SC : <i>Canoe Song</i>	<i>Oranges and Lemons</i> (F) and (C)	<i>Lightly Row</i> (D); D.S. al fine	
26 <i>Invention No. 8 in F</i> (Bach)	<i>Rain Dance: Iona</i> (d); C, G, D Major Scales as tetrachords	<i>Musette</i> (Bach) (D)	
27	<i>Follow Me</i> (C)	<i>Green Gravel</i> (C)	
28 <i>Five O'Clock Talk</i> (drum)	<i>Sonata Theme in A</i> (Mozart) <i>Follow Me</i> (G), lh melody		
29	<i>The Canoe Song</i> (e)	<i>Danish Shoemaker Dance</i> (F)	
30 Celebration			

Key: I = Improvisation; NG = Notation Game; SC = Singing Circle; T=Technique

CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL

Sing, Listen, Drum, Dance

31 **SC:** *Billy, Billy*
No, No, No
Kangaroos, The Swan
(Saint-Saëns, move)

32 **SC:** *Walking in the*
Green Grass
Row, Row, Row

33 **SC:** *Zum Gali Gali*
Kolomeyka (drum)

34

35 **MINI-MUSICALE**
SC: *The Old Grey Cat*

36 *Prelude in A* (Chopin,
scarves)

37 **SC:** *Alouette*

38 *When the Saints*
Go Marching In (dance)

39 *Sonata in C* (Schmidt)

40 **MINI-MUSICALE**
Russian Polka (Glinka)
Écossaise (Beethoven)

41 **SC:** *Summ, Summ,*
Summ

42 *Hi-Lan' dey* (drum)

43

44 *Nocturne* (Chopin)

45 **MINI-MUSICALE**

Key: I = Improvisation; NG = Notation Game; SC = Singing Circle; T=Technique

WRITE/READ

At the Keyboard

Let Us Chase the Squirrel
(E)

Debka Hora (e)

Hungarian Play Tune (C)
French Folksong (C)

Rocky Mountain (F)

The Saints Get Ready (C)

When the Saints Go
Marching In (C)

T: *Chord Song:*
arpeggiated chords (E)

Listen for Bells (D)
Sea Shell (G)

Games and Exercises

Staccato, Legato

NG: 6/8 Triple Song
Rhythms
Mystery Rhythms 1

Question and Answer
Composition

Mystery Rhythms

NG: Duple Rhythms with
Rests
Quarter Rest

Duple Rhythm
Composition

Dictation: *The Wild*
Horses; Old Grey Cat
Mystery Rhythms 3

Writing Chords

NG: Major Chord
Symbols
Chord Tones

Dynamics: p, f, cresc.,
deces., ff

E Major Chord
Progressions

NG: F Minor Patterns
F Minor Composition

Dictation: *Debka Hora*

Harmonic Analysis,
including V and vi
chords

CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL		WRITE/READ	
Sing, Listen, Drum, Dance	At the Keyboard	At the Keyboard	Games and Exercises
46 SC: <i>Billa Boo</i> <i>Wichtige Begebenheit</i> (Schumann, drum)	T: Arpeggiated chord progressions I: <i>Improvisations 1-2</i> (on progressions)	<i>Fais Do-Do</i> (D)	Analyze <i>Fais Do-Do</i>
47	<i>Summ, Summ, Summ</i> (E)		NG: G Major Patterns G Major Composition
48 <i>Mister Banjo</i> (dance)	T: New Positions in G	Sight-Reading Cards (F)	New Positions in C and D
49 <i>Minuet in G</i> (Bach)	I: <i>Improvisations 3-5</i> (add IV chord)	<i>John's Ideas</i> (F)	The IV Chord
50 MINI-MUSICALE <i>Eine kleine Nachtmusik</i> (Mozart)	<i>Billa Boo</i> (e)		NG: Duple Dotted Rhythms
51 <i>Dance, Maruschka</i> (drum)	T: Root Position Chords	<i>Steps, Skips, and Repeated Notes</i> <i>Minuet</i> (Rameau, C)	Steps, Skips, Repeated Notes; Root Position Chords
52 <i>Largo</i> (Dvorak, orchestra)		<i>Largo</i> (Dvorak, C)	Duple Composition with I, V ⁷ chords
53 SC: <i>Aiken Drum</i>	I: <i>Improvisations 6-7</i> (IV chord, shared melody)	<i>Follow Me</i> (E)	Dictation: <i>Follow Me</i> Duple Composition with I, IV, V ⁷ chords
54 <i>To a Wild Rose</i> (MacDowell, dance)		<i>Mouse, Mousie</i> (F)	Note Names Matching Game; Grand Staff
55 MINI-MUSICALE <i>German Dance</i> (Haydn)		<i>The Old Grey Cat</i> (G)	
56 <i>Balaio</i> (dance) <i>Andante</i> (Mozart)	T: Alberti Bass, I V ⁷		Note Names on Ledger Lines
57 SC: <i>The Bear Went Over the Mountain</i>	I: <i>Improvisations 8-11</i> (progressions with IV)	<i>Aiken Drum</i> (F)	Note Names
58 <i>Kinderszenen</i> (Schumann)	T: Alberti Bass (IV)	<i>Old German Dance</i> (C)	Tempi: <i>adagio</i> , <i>allegro</i> , <i>vivace</i> ; Alberti Bass
59		<i>I See the Moon</i> (D)	
60 MINI-MUSICALE			

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CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL		WRITE/READ	
Sing, Listen, Drum, Dance	At the Keyboard	At the Keyboard	Games and Exercises
61 Haydn: excerpts, <i>Clock Symphony</i> (move) SC: <i>Grandfather's Clock</i>	T: C, D, G, A, E Scales Scale Song, <i>Follow Me</i>	<i>The Musical Clock</i> (Haydn) (F)	NG: Duple Rhythms with 16 ^{ths} Duple Composition Sforzando
62 <i>Grandfather's</i> Ensemble <i>La Montagnarde</i> (Mouret)	I: <i>BaerTrac 1 on Drums</i>	<i>Bagpipe</i> (G) <i>Grandfather's Ensemble</i> (D)	Write Major Scales
63	T: F Scale <i>The Bear Went Over the</i> <i>Mountain</i> (D)		Matching Game
64 <i>Water Music</i> (Handel, scarves) SC: <i>Hey! Let's Dance</i> <i>Together</i>	I: Add non-harmonic tones		Dictation: <i>Ah! Vous dirai- je, Maman</i> NG: 3/4 Triple Song Rhythms Non-Harmonic Tones
65 MINI-MUSICALE	I: <i>BaerTrac 2 on Drums</i>		Songs in Triple
66 <i>Country Gardens</i> (dance)	T: Arpeggios (C,F,G)	<i>Bow To Your Partner</i> (G)	Composition in 6/8 and 3/4
67 Variations (Mozart)	I: Solo Improvisation 1		Terms: major/minor, duple/triple <i>Fais Do-Do</i> in 6/8 and 3/4
68 <i>Lavender's Blue</i> Ensemble	T: Scales, hands together	<i>Lavender's Blue</i> (D)	Non-Harmonic Tones 2 Dictate: <i>Green Gravel</i>
69 SC: <i>Jericho</i> <i>Brûu</i> (Drum)	<i>Country Gardens</i> (C)		NG: Major Chord Pro- gressions; Ostinati for <i>Brûu</i> ; Solo Improvisations
70 MINI-MUSICALE <i>Appassionata</i> (Beethoven)	I: Vocal Improvisation	<i>Twinkle, Twinkle</i> (C)	<i>Ode to Joy</i> , non-harmonic tones; Dictation: <i>Country</i> <i>Gardens</i>
71		<i>Friendly Conversation</i> (Beyer, a)	Analyze <i>German Dance</i> (Mozart) Major Chord Progressions
72 <i>Marche Militaire</i> (Schubert, dance)	I: <i>Solo Improvisation 2</i>		Major Scales
73	<i>Hey! Let's Dance</i> <i>Together</i> (c)		NG: Minor Chord Sym- bols; Analyze <i>Tarantella</i> Chord Tones in Minor
74	I: <i>Solo Improvisation 3</i>		Analyze <i>Jericho</i> Minor Composition i, V ⁷
75 MINI-MUSICALE	Solo Improvisations		Name That Tune! Time-Line of Composers

Key: I = Improvisation; NG = Notation Game; SC = Singing Circle; T=Technique

CURRICULUM OVERVIEW: YEARS 1 – 3

AURAL/ORAL		WRITE/READ	
Sing, Listen, Drum, Dance	At the Keyboard	At the Keyboard	Games and Exercises
76 <i>Rondo</i> (Kabalevsky, dance); <i>Dolly Suite</i> (Fauré, scarves)	I: Vocal Improvisation 2	<i>First Dance</i> (Kabalevsky) (F)	Harmonic Dictation <i>Bow To Your Partner</i>
77 <i>Hey, Mister!</i> (drum)		T: Mini-Study No. 1 (Hanon, adapted)	Building Major Scales: <i>Hey, Mister!</i> ostinati
78		Sight-reading Cards (c)	Major Duple Composition
79 SC: <i>Kalump Waltz in A-flat Major</i> (Brahms, scarves)	<i>Jericho</i> (e)	T: Mini-Study No. 2 (Hanon, adapted)	Major Patterns
80 MINI-MUSICALE	I: <i>Blues</i> , Phrase 1		Dictation: <i>Hey! Let's Dance Together</i>
81 <i>Country Dance</i> (Mozart)	T: natural minor scale (a)	<i>Quadrille</i> (Haydn, C)	Building Minor Scales
82	I: <i>Blues</i> , Phrase 2		Key Signatures
83 SC: <i>Juba Marche Militaire</i> (Schubert, drum)	I: <i>Blues</i> , Phrase 3	<i>Melody for the Left Hand</i> (Schytte, G)	NG: Time Signatures
84 <i>The Elephant</i> (Saint-Saëns)	T: natural minor scales in e and g		
85 MINI-MUSICALE <i>Monsieur Saint-Saëns</i>	T: C Scale, 2 octaves I: <i>Blues</i> , complete <i>Kalump</i> (g)		Compose <i>New Blues</i> Dictation: <i>German Dance</i>
86 <i>Trading Places</i> (Baer, dance)		<i>Country Dance</i> , Piano I (Mozart, F)	NG: Minor Chord Progressions; Minor Patterns
87	T: 2-octave scales (D, A)	<i>Country Dance</i> , Piano II (Mozart)	
88 <i>Seven In a Row</i> (Baer, dance)		T: <i>The Pianists</i> (Saint-Saëns, C)	NG: Musical Words Game; What Is the Word?
89 <i>Fugue in G Major</i> (Fischer)	<i>Juba</i> (G)		Fugue
90 CELEBRATION MUSICALE			

Key: I = Improvisation; NG = Notation Game; SC = Singing Circle; T=Technique

Week 61

Materials

Song Basket with Song Cards

For Distribution: *Children's Book 5* with CDs, Duple Rhythms with 16^{ths} (gold border)

	Page	Card
<p>► Scales, Steps 1 and 2</p> <ul style="list-style-type: none"> • Step 1: Review the major scales the children know: C, D, G, A, E – one octave ascending and descending, hands separately. • Step 2: Introduce the Scale Song: Follow Me. Vary the name, the scale, and the hand in which the scale is to be played. 	38	20
<p>Singing Circle</p> <p>New: <i>The Bear Went Over the Mountain, Grandfather's Clock</i></p> <ul style="list-style-type: none"> • Include favorite songs from previous books which the children enjoy singing and playing. • Include 1 set of patterns from each of the 4 groups. 	26	11
<p>► The Musical Clock (Haydn)</p> <ul style="list-style-type: none"> • Look at CB5, p. 7. Work with the score. 	16	8
<p>Franz Josef Haydn</p> <ul style="list-style-type: none"> • Talk about the composer. Look at CB5, p. 9. Sight-sing the first example together. • Play the second example on the piano for the children. • Introduce the term <i>sforzando</i> and invite each child to play a percussion instrument on the <i>sforzando</i>. Listen to the excerpt from the <i>Surprise Symphony</i> (L5, No. 4). • Listen to the excerpt from the <i>Clock Symphony</i> (Haydn, L5, No. 3). 	75	45
<p>Clock Symphony (Haydn, excerpt, L5, No. 3)</p> <ul style="list-style-type: none"> • Learn the movements. Accompany the recording with the movement activity. 	75	45
<p>Duple Rhythms with 16^{ths}, Step 1</p>	51	31
<p>Keyboard Sharing</p>		58
<p>Parent Time</p> <ul style="list-style-type: none"> • Haydn, look at <i>The Musical Clock</i> (CB5, p. 7). Talk about the composer. • Learn the movement activity to <i>Andante</i> from the <i>Clock Symphony</i> excerpt (L5, No. 3). • Look at the Duple Rhythms with 16^{ths} cards. • Point out and explain CB5, p. 45: My 5 Favorite Pieces. • Review and mark At Home assignments. 		61

At Home Keyboard

New: *The Musical Clock* (CB5, p. 7)

Technique: Review all of the major scales: C, D, E, G, A.
I See the Moon (CB4, p. 39)

Listening

Listen and sing often with Listening CD5.
Haydn, 2 excerpts (L5, No. 3-4), CB5, p. 9

Game

Duple Rhythms with 16^{ths}, Games 1-3 (P5, Nos. 3-5)

Writing

Duple Composition (CB5, p. 8)

LISTENING CD 5

1. *Country Gardens* - Orchestra
2. *La Montagnarde* (Mouret) - Piano
3. *Clock Symphony*, No. 101 (Haydn, excerpt from Movement 2) - Orchestra
4. *Surprise Symphony*, No. 94 (Haydn, excerpt from Movement 2) - Orchestra
5. *The Bear Went Over the Mountain* - Baritone, Bass Clarinet, Piano
6. *Variations on "Ah! Vous dirai-je, Maman,"* K. 265 (Mozart, excerpts) - Piano
7. *Hey! Let's Dance Together* - Children, Recorder, Guitar, Drum
8. *Water Music* (Handel, excerpt) - Orchestra
9. *BaerTrac 1* - Piano
10. *BaerTrac 2* - Piano
11. *Brû* - Folk Instrument Ensemble
12. *BaerTrac 3* - Piano
13. *BaerTrac 4* - Piano
14. *Appassionata Sonata*, Op. 57 (Beethoven, excerpt) - Piano
15. *Jericho* - Baritone, Trumpet, Tuba, Bass, Drums, Cymbal, Hi-hat, Violin, Cello, Piano
16. *German Dance*, K605, No. 3 (Mozart, *Trio* from *The Sleighride*) - Piano
17. *Piano Concerto in G*, K453 (Mozart, excerpt)
18. *Marche Militaire*, Op. 51 (Schubert) - Piano
19. *From the Diary of a Fly* (Bartók) - Piano
20. *Tarantella* - Piano

LISTENING CD 6

1. *Rondo*, Op. 60 (Kabalevsky, March, excerpt) - Piano
2. *Hey, Mister!* - Soprano, MIDI
3. *Dolly Suite*, Op. 56 (Fauré, excerpt from *Berceuse*) - Piano
4. *Kalump* - Children, Bass Clarinet, Viola, Cello, Piano
5. *The Elephant* (Saint-Saëns, excerpt from *The Carnival of the Animals*) - Orchestra
6. *Waltz in A-flat Major*, Op. 39, No. 15 (Brahms, excerpt) - Piano
7. *Hungarian Dance No. 6* (Brahms, excerpt) - Orchestra
8. *Juba* - Children, Oboe, Bassoon, Piano, Percussion
9. *Blue Shoes* (Baer) - Piano
10. *A Sad Story* (Kabalevsky) - Piano
11. *Marche Militaire*, Op. 51, No. 1 (Schubert) - Piano
12. *Country Dance* (Mozart, arr. Baer) - Clarinet, Guitar, Bass, Piano
13. *Jericho* - Baritone, Trumpet, Tuba, Bass, Drums, Cymbal, Hi-hat, Violin, Cello
14. *Trading Places* (Baer) - Clarinet, Piano, Guitar, Bass
15. *Fugue in G Major* (Fischer) - Piano
16. *Seven in a Row* (Baer) - Clarinet, Guitar, Piano, Percussion
17. *Monsieur Saint-Saëns* - Narrator, Orchestra

PRACTICE CD 5

1. *BaerTracs on the Drums 1* - Instructions
2. *BaerTracs on the Drums 1*
3. *Duple Rhythms with 16th Notes, Game 1*
4. *Duple Rhythms with 16th Notes, Game 2*
5. *Duple Rhythms with 16th Notes, Game 3*
6. *Duple Rhythms with 16th Notes, Game 4*
7. *Duple Rhythms with 16th Notes, Game 5*
8. *Duple Rhythms with 16th Notes, Game 6*
9. *The Bear Went Over the Mountain* - Patterns for Solfeggio
10. *The Bear Went Over the Mountain* - Keyboard Patterns
11. *BaerTracs on the Drums 1* - Instructions
12. *BaerTracs on the Drums 1*
13. *3/4 Triple Song Rhythms, Game 1*
14. *3/4 Triple Song Rhythms, Game 2*
15. *3/4 Triple Song Rhythms, Game 3*
16. *3/4 Triple Song Rhythms*, entire melody
17. *Major Chord Progressions, Game 1*
18. *Major Chord Progressions, Game 2*
19. *Major Chord Progressions, Game 3*
20. *Major Chord Progressions, Game 4*
21. *Major Chord Progressions, Game 5*
22. *Major Chord Progressions, Game 6*
23. *Country Gardens* - Patterns for Solfeggio
24. *Country Gardens* - Keyboard Patterns
25. *German Dance* (Mozart, *Trio*) - for analysis
26. *Hey! Let's Dance Together* - Patterns for Solfeggio
27. *Hey! Let's Dance Together* - Keyboard Patterns
28. *Tarantella* - for analysis

PRACTICE CD 6

1. *Jericho* - Patterns for Solfeggio
2. *Jericho* - Arrangement for Piano
3. *Jericho* - Keyboard Patterns
4. *Jericho* - Accompaniment Track 1
5. *Jericho* - Accompaniment Track 2
6. *Twelve Bar Blues* - Progression
7. *Twelve Bar Blues* - Add chords
8. *Twelve Bar Blues* - Phrase 1 Exercise
9. *Twelve Bar Blues* - Phrase 2 Exercise
10. *Twelve Bar Blues* - Phrase 3 Exercise
11. *Twelve Bar Blues* - Add melody 1 (simple chords)
12. *Twelve Bar Blues* - Add melody 2 (complex chords)
13. *Kalump* - Patterns for Solfeggio
14. *Kalump* - Keyboard Patterns
15. *Minor Chord Progressions, Game 1*
16. *Minor Chord Progressions, Game 2*
17. *Minor Chord Progressions, Game 3*
18. *Minor Chord Progressions, Game 4*
19. *Minor Chord Progressions, Game 5*
20. *Minor Chord Progressions, Game 6*
21. *Juba* - Patterns for Solfeggio
22. *Juba* - Keyboard Patterns

Student Book 5 with 6 Notation Games

Keyboard Game: add 3 song cards (The Bear Went Over the Mountain, Hey! Let’s Dance Together, Country Gardens)

Duple Rhythms with 16th Notes, 8 cards, gold border

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|-------------------|---|
| Game 1, P5, No. 3 | One pattern chanted on <i>ba</i> . Identify 1 of 3 cards. (2 times) |
| Game 2, P5, No. 4 | One pattern chanted on <i>ba</i> . Identify 1 of 3 cards. (2 times) |
| Game 3, P5, No. 5 | One pattern chanted on <i>ba</i> . Identify 1 of 3 cards. (2 times) |
| Game 4, P5, No. 6 | One pattern played on piano. Identify 1 of 3 cards. (2 times) |
| Game 5, P5, No. 7 | One pattern played on piano. Identify 1 of 3 cards. (2 times) |
| Game 6, P5, No. 8 | One pattern played on piano. Identify 1 of 4 cards. Add second cards. (2 times) |

3/4 Triple song Rhythms, 2 sets of 12 cards each, red border, 3/4 and 6/8 time signatures

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|--------------------|--|
| Game 1, P5, No. 13 | Piano melody, figure out rhythms for measures 1-4 |
| Game 2, P5, No. 14 | Piano melody, figure out rhythms for measures 5-8 |
| Game 3, P5, No. 15 | Piano melody, figure out rhythms for measures 9-12 |
| P5, No. 16 | The entire melody, measures 1-12 |

Major Chord Progressions, 8 cards, burgundy border

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|--------------------|---|
| Game 1, P5, No. 17 | One progression played on piano. Identify 1 of 5 cards. (2 times) |
| Game 2, P5, No. 18 | One progression played on piano. Identify 1 of 5 cards. (2 times) |
| Game 3, P5, No. 19 | One progression played on piano. Identify 1 of 5 cards. (2 times) |
| Game 4, P5, No. 20 | One progression played on piano. Identify 1 of 3 cards. (1 time) |
| Game 5, P5, No. 21 | One progression played on piano. Identify 1 of 3 cards. (1 time) |
| Game 6, P5, No. 22 | One progression played on piano. Identify 1 of 3 cards. (1 time) |

Minor Chord Symbols, 18 cards, green border

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| P3, No. 25 | <i>Tarantella</i> for analysis |
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Student Book 6 with 6 Notation Games

Keyboard Game: add 3 song cards (Juba, Kalump, Jericho)

Note Names: 18 cards, white

Sight-Reading Cards: 15 cards, blue border

Time Signature Chart

Note Values: 20 cards, white

Musical Words: 24 cards, purple border

Minor Chord Progressions, 10 cards, pink border

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|--------------------|---|
| Game 1, P6, No. 15 | One progression played on piano. Identify 1 of 5 cards. (2 times) |
| Game 2, P6, No. 16 | One progression played on piano. Identify 1 of 5 cards. (2 times) |
| Game 3, P6, No. 17 | One progression played on piano. Identify 1 of 5 cards. (1 times) |
| Game 4, P6, No. 18 | One progression played on piano. Identify 1 of 3 cards. (1 time) |
| Game 5, P6, No. 19 | One progression played on piano. Identify 1 of 3 cards. (1 time) |
| Game 6, P6, No. 20 | One progression played on piano. Identify 1 of 3 cards. (1 time) |

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